

DEVELOPMENT OF FORWARD ROLL LEARNING THROUGH MODIFICATION OF THE GAME

Selvi Melianty¹, Abdul Sukur², Firmansyah Dlis³, Desy Tya Maya Ningrum⁴
Universitas Negeri Jakarta^{1,2,3}, Universitas Bhayangkara Jakarta Raya⁴
selvi.melianty@binadarma.ac.id¹, abdul-sukur@unj.ac.id², firmanysahdlis@unj.ac.id³,
desy.tya@dsn.ubharajaya.ac.id⁴

Abstract

The purpose of this research is to develop a forward roll learning media through modification of the front roll game, so that students can learn the material and technique of the front roll without feeling difficult and bored with the modification of the front roll game. The subjects of this study were seventh grade students of SMP Negeri 3 Palembang. This research method is the development and design of this research refers to the development model (research and development). Development research has ten steps, but in this study eight of the ten steps proposed by Bord and Gall were used. The research and development as well as the procedures carried out, resulted in a product in the form of learning media for the basic techniques of front scissor on floor gymnastics through game modifications, namely; (1) introduction, explaining what modification of the front roll game is and how to help the front and back roll., (2) the core, Showing the game modification video and how to help the front roll, (3) closing; displays the evaluation of objective questions regarding the forward roll. The results of this study are the development of learning media for front roll material in lantai gymnastics through game modifications for class VII SMP Negeri 3 Palembang.

Keywords: *media; learning; front roll; modification; and games.*

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Correspondence Author: Selvi Melianty, Universitas Negeri Jakarta, Indonesia. E-Mail: selvi.melianty@binadarma.ac.id

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INTRODUCTION

Physical education, sports and health is an educational process that optimizes every movement activity in daily life. According to (Ekblom-Bak et al., 2018) that physical activity is important for health and the learning environment, it is carefully regulated to increase growth and development in all domains, namely physical, psychomotor, cognitive and affective. The adaptability of Peer-assisted learning across a range of settings provides to assess its ability on children inside

and outside the school environment (Jenkinson et al., 2014). Physical movement activities that aim to train and improve one's cognitive, affective, psychomotor and physical formation. Physical education is essentially an educational process that utilizes physical activity to produce changes in individual qualities, both physically, mentally, and emotionally (Intifadha & Tuasikal, 2017).

Forward roll in gymnastic is an physical education subject material that is delivered in middle and high school classes. According to (Soenyoto, 2018) Media can support achieving the objectives of physical, sport, and health education subject teaching and learning. On gymnastics per academic year. Mostly they teach easy contents (roll forward, roll backward, cartwheel, handstand, etc.) (Pajek et al., 2016). So, the floor/mattress is the tool used. Forward roll is also known as free learning. Because it does not use other objects or tools when running it. Gymnastics is divided into several basic movements including the following: (1) front roll; (2) back roll; (3) elastic roll); (4) handstands; (5) headstand. The forward rolling movement according to the Ministry of Education and Culture (2014) is a rolling movement or rolling forward rounded. So in the forward roll movement the body movement must be rounded. The front roll learning can be divided into two parts, namely: front roll with an initial squat stance and front roll with an initial standing stance.

How to do the front roll learning from the initial squatting stance and the initial standing stance is as follows. Initial Squat Squat 1) Squat initial stance, feet together, put knees to chest. 2) Both hands support in front of the toes about 40 cm. 3) Then bend your arms, place your shoulders on the mat by lowering your head, and your chin to your chest. Floor gymnastics is a learning material that gets less attention from students' hearts compared to game material, because for all seventh grade students at junior high school 3 Palembang, the game sports material is more liked by students and is more exciting than the front roll floor exercise material. Most of the grade VII students at junior high school 3 Palembang. The results of initial observations made to grade VII students of junior high school 3 Palembang out of 42 students there were 20 students who lacked confidence and were afraid to

do the forward roll. Previous research has shown that mistakes that often occur when doing a forward roll are students don't round their bodies perfectly (Yusuf, 2018).

However, the level of student skills in performing the basic techniques of front and back roll floor gymnastics is different, so if the learning techniques provided by the teacher are not varied it will make it difficult for students to understand the material, affect the level of student skills and interest in student learning will be reduced and students will feel bored in learning the basic technique of front roll gymnastics. Physical education learning activities consist of two processes, namely teaching activities and learning activities. Learning activities can occur due to interactions between teachers and students. This interaction process involves the teacher as a source of information and students as the subject. The teacher will teach various materials according to the applicable curriculum. The material to be taught must of course be planned in such a way that the learning objectives are achieved. If in learning students have an interest in learning, of course it will be easier later to be able to understand the material being taught. In Jatmika (Atik, 2019), the teacher plays a role in regulating and conditioning the learning environment so that the rest can study comfortably and enthusiastically.

Preparation that can be done by teachers is to design learning starting from preparing materials, determining teaching methods, and determining learning facilities/media. Planned preparation will result in a meaningful learning process for students. Interesting learning media will certainly make it easier for students to understand and capture the material being taught. Especially on material that students feel is less interested and monotonous, such as front roll floor gymnastics. Learning media is anything that can be used to convey messages or information in the teaching and learning process so that it can stimulate students' attention and interest in learning (Wahyuni, Qosyim, & Admoko, 2014). Learning media is also a tool that must be planned by the teacher for providing material to students (Salamah, 2017:9). It is hoped that the developed learning media can

improve gymnastics learning outcomes, besides that it can be used as an alternative reference for learning quality (Vladimir, et al., 2013).

There are various kinds of media that can be used in the learning process (Safirah, 2021), one of which is learning videos. The results of Pratiwi's previous research (2021) Based on the results of the analysis of trials and field tests, it can be concluded that in the trial the percentage was 92.44%, while in the field test the percentage was 95.11%. So that in the development of models of basic range of motion exercises in floor gymnastics through VCD for grade IX at junior high school 18 Malang, it has met the good criteria, namely between 76%-100%. In line with Prasetyo's research (2015) the results of learning media products for class VII front roll material have been tested on students as users and get an average score of 4.28 with the criteria "very good. Referring to the results of initial observations that have been carried out on students of junior high school 3 Palembang, the title of the research to be taken is "Development of Learning Media for Rolling Front Material on Floor Gymnastics through Game Modification for Class VII junior high school 3 Palembang". The purpose of this study was to determine whether there was an influence of the playing method on the learning outcomes of front roll floor gymnastics.

METHOD

The method in this development research refers to the research and development by (Borg, W.R. & Gall, 2009) and the researcher modifies the ten steps into eight steps. This development considers the costs, tools, time, and parties involved in the implementation of the research development process. The steps taken are as follows: (1) needs analysis by collecting information in conducting initial research, namely by needs analysis with 42 subjects from class VII students at junior high school 3 Palembang, (2) research product design, (3) initial product development based on evaluations from experts using 2 gymnastics experts and 1 learning expert, (4) trial (small group) with 12 participants, (5) revision of test results, (6) field test (large group) with 42 participants, (7) Completion of field test products (8) field test results of products that have been refined.

The data obtained are qualitative and quantitative data. Qualitative data is data from needs analysis and expert evaluation in the form of suggestions and input. Quantitative data were obtained from trial and field test data. The instrument used in developing this training method is by using a questionnaire technique distributed to physical education teachers and seventh grade students of junior high school 3 Palembang. The content analysis technique was used to analyze the data obtained from the experts in the form of suggestions and input, while the percentage descriptive analysis technique was used to manage the data obtained from the results of the expert's instrument, trial (small group) and field test (large group). The results of data analysis will be the basis for improving this development research, the formula that will be used is the following formula.

$$\text{Formula: } P = \frac{f}{n} \times 100\%$$

Information:

P = percentage

f = frequency number of respondents' answers

n = number of subjects/individuals

Table 1. Criteria for Validity Level of Learning Media (Martínez et al., 2018)

Percentage	Information
81,00-100	Very Feasible
61,00-80,99	Feasible
41,00-60,99	Fairly Feasible
21,00-40,99	Less Feasible
0-20,99	Very Less Feasible

RESULT AND DISCUSSION

Results of the questionnaire given to 42 students in grade VII at junior high school 3 Palembang on March 4, 2022, the results obtained 73.80% stated that they found it difficult to do the front roll floor exercise, 69.04% of the students stated that they still had not mastered the front roll floor exercise, 61.90% of the students stated that the teacher had difficulty in conveying the front roll material. and 90.47% of students stated that they had never received material on the front roll

floor exercise models. The results of the material expert validation show that from the 12 items of the questionnaire on the learning aspect regarding the quality of the media being developed, data is obtained that 66.67% in the very good category, 33.33% in the good category, 0% in the good enough category and in the poor and very bad category. less good by 0% each. The overall average in the learning aspect by material experts at this stage is in the "Very good" category.

Table 2. Frequency of Assessment by Media Experts

Criteria	Frequency	%
Very Good	8	83.33
Good	4	16.67
Fairly Good	0	0
Less Good	0	0
Very Poor	0	0

The results of the assessment of the content/material aspect by material experts developed at this stage are obtained The data shows that 83.3% in the very good category, 16.67% in the good category, 0% in the quite good category, 0% in the poor category, and in the very poor category by 0%. The overall average in the learning aspect by material experts at this stage is in the "Very good" category. The average assessment of material experts about multimedia quality is included in the category "Very good" with an average score of 4.55 aspects of learning and content aspects on Table 3.

Table 3. Quality of Learning Media Products from Expert Validation

Aspects of Assessment	Average Score	Criteria
Aspects of Learning	4.6	Very Good
Aspects of Content/Material	4.5	Very Good
Average	4.55	Very Good

Table 4. Frequency of Assessment by Media Experts

Criteria	Frequency	%
Very Good	7	58.33
Good	5	41.67
Fairly Good	0	0
Less Good	0	0
Very Poor	0	0

The results of the assessment of the content/material aspect by media experts developed at this stage obtained data that 58 ,33% in the very good

category, 41,67% in the good category, 0% in the quite good category, 0% in the poor category, and in the very poor category by 0%. The overall average in the aspect of learning by media experts at this stage is in the "very good" category. The average assessment of media experts about the quality of multimedia is included in the category "Very good" with an average score of 4.35 for learning aspects and content aspects on table 4.

Table 5. Quality of Learning Media Products as a result of Validation by Media Experts

Aspects of Assessment	Average Score	Criteria
Aspects of Learning	4.7	Very Good
Aspects of Content/Material	4.0	Very Good
Average	4.35	Very Good

Table 6. The Quality of Learning Media Products from the Validation of Gymnastics Experts

Aspects of Assessment	Average Score	Criteria
Learning Aspects	4.4	Very Good
Aspects of Content/Material	4.0	Very Good
Average	4.2	Very Good

The average assessment from gymnasts about multimedia quality is included in the category "Very good" with an average score of 4.2 aspects of learning and content aspects. Based on the results of the small group trial, the percentage was 75.33%, while in the field trial the results were 80.78%. So it can be said that the development of the front roll floor gymnastics learning media with game modifications can be said to be valid and meet the criteria for either 76%-100%. Forward roll ability in sports education students is in the medium category and needs to be improved. This is due to many things, one of which is learning media (Pelana et al., 2021; Handayani et al., 2022). The results of the forward rolling ability measurement obtained an average score of 60.07 in the early stage and increased by 65.00 in the final stage. The results of previous studies showed that learning media can improve student learning outcomes.

CONCLUSION

The results of this study state that the development of learning media for front roll gymnastics can be used as learning media by teachers and students'

independent learning resources, with technical explanations and displaying learning videos can help improve students' understanding of the basic technique material for front roll gymnastics. This learning video product will make it easier for teachers to convey material to students and students can more easily understand the material provided. Based on the data analysis, it can be concluded: (1) based on the results of studies by experts, namely, media experts, material experts, and gymnastics experts about the product development of basic forward roll technique learning in floor gymnastics has suitability, attractiveness, convenience, feasibility, and (2) based on The results of the trial and field trials of the data showed that students were interested and found it easy to use the media. This is proven when students operate the product, students are fluent and do not experience difficulties.

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